Title II, Part A

Supporting Effective Instruction

FFY 2019 Application

**Submission Due Date for IDOE Processing:**

**August 30, 2019**

**Federal Program Title:** Title II, Part A: Supporting Effective Instruction

**Federal Agency:** U.S. Department of Education

**Pass Through Agency:** Indiana Department of Education

**CFDA Number:** 84-367A

**Award Name:** Supporting Effective Instruction

**Award Number:** S367A190013

**By federal regulation, the project period start date can begin no earlier than the date the application was submitted. Therefore, upon grant approval, funds may be reimbursed back to the date the application was received in substantially approvable form.**

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| --- | --- | --- | --- |
| **LEA Name** |       | **LEA Number** |      |
| **Title II, A Program Administrator** |       |
| **Contact Email Address**  |       | **Contact Telephone** | (   )    -     |
| **Superintendent’s Name** |       |
| **Superintendent’s Email Address** |       |

# Submission Instructions

Please only submit one (1) electronic copy of the application via [Jotform](https://form.jotform.com/91184848674976) by scanning a signed pdf copy of the application and budget. The application must have a superintendent signature on the Statement of Assurances page. Please do not use the Title II email to submit your grant, as the large file sizes may prevent the IDOE from receiving the file successfully. This email may continue to be used for future correspondence, including budget amendments.

# Statement of Assurances

**In completing the application for Title II, Part A funds, the Local Educational Agency (LEA) assures the following:**

* The program described in this application is based on the LEA’s Comprehensive Needs Assessment (CNA), and the activities outlined are tied to: data sources, data analysis, prioritized needs, plan development, and progress monitoring; and will be developed collaboratively with the input of administrators, principals, teachers, paraprofessionals, and parents.
* Title II, Part A funds will be targeted to those schools within the district that are identified for school improvement and have the lowest proportion of effective teachers.
* Effective strategies are in place to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or ineffective teachers.
* Title II, Part A funds will be used to supplement, and not supplant, any non-Federal funds that would otherwise be used for authorized Title II, Part A activities. Activities must be in addition to what would normally be supplied through non-Federal funds.
* Accurate records will be kept and information will be provided to the State Educational Agency (SEA), as requested for fiscal audit and program evaluation, and shall demonstrate compliance with all federal, state, and program requirements.
* Requests for reimbursement of funds are accurate to invoices and reflect only approved activities. Reimbursed funds not spent will have to be returned to the IDOE at the close of the grant period of availability.
* The LEA ensures it will comply with section 8501 regarding participation by nonpublic school teachers (applies to school districts, not charters).
* LEAs utilizing funds for class size reduction will ensure the need for such reductions and provide evidence the reductions will increase student achievement. LEAs utilizing funds for professional development will ensure the need and provide evidence that the professional development will increase student achievement.
* By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana.  The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
* The LEA certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor.  The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.
* A Request for Amendment to Title II, Part A Grant Application will be submitted under these circumstances: 1) a 10% funding change in a budget category; and/or 2) a change in the scope of activities within a category (i.e. changing focus of PD from language arts to math or changing use of class size reduction funding.
* The School Corporation/Charter School certifies that it is currently registered in the System of Award Management (SAM <https://www.sam.gov>) database.

**Title IIA Administrator’s Signature Date**

**Superintendent’s Signature Date**

# Optional Transferability

|  |  |
| --- | --- |
| **Title II, Part A Allocation** | **$** |
| **Amount LEA wishes to transfer from Title II, Part A funds to another Title grant**\*Note- *LEAs may transfer up to 100% of their Title II, Part A funds to another Title grant. However, any nonpublic school equitable share(s) must be determined prior to the transfer of funds. Indicate the recipient grant here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | **- $** |
| **New allocation amount for Title II, Part A** | **$** |

# Budget

# FFY 2019

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| **Title II, Part A Categories** | **Total Amount****Budgeted** |
| **Category One:**Recruitment, Retention, Incentives, and Differentiated Pay  | **$** |
| **Category Two:** Professional Development  | **$** |
| **Category Three:**Class-size Reduction | **$** |
| **Nonpublic Equitable Share:** | **$** |
| **Administration** ***(Optional; maximum 3% of total original allocation)*** | **$** |
| **Indirect Cost*****(Optional)*** | **$** |
| **TOTAL**  | **$** |

# Comprehensive Needs Assessment (CNA)

An LEA must complete an assessment of local needs to ensure that Title II, A interventions are more likely to result in sustained, improved outcomes for students. This Comprehensive Needs Assessment (CNA) must ensure that chosen interventions are aligned with local needs, the evidence base and local capacity are considered when selecting a strategy, a robust implementation plan exists with adequate resources, and reflection informs next steps. [Section 2101].

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| --- | --- |
| **Program Goals & Objectives** | **Consultation** |
| *Briefly describe what will be accomplished through the proposed system of professional growth and improvement through Title II, A.*Click here to enter text. | *Identify the stakeholders that were consulted to design the Title II, A plan* [ ]  Teachers[ ]  Principals[ ]  Other school leaders and professionals[ ]  Paraprofessionals[ ]  Instructional support personnel[ ]  Parents[ ]  Community partners[ ]  Other*Describe the manner in which it occurred in the space below.*Click here to enter text. |
| **Data Sources & Measures** |
| *Include both educator and student data analyzed to determine needs.*Click here to enter text. |
| **Prioritized Needs** |
| *Describe the needs (****NOT*** *activities) determined through an analysis of the data; include in the description an explanation of how the LEA will prioritize funds for schools identified for comprehensive and targeted support and improvement*Click here to enter text. |

# Resources

* Comprehensive Needs Assessments and Title II, Part A (Indiana Department of Education)
	+ *Recording*: <https://www.youtube.com/watch?v=f06W2Xm6FZs&feature=youtu.be>
	+ *Slide deck*: <http://www.doe.in.gov/sites/default/files/titlei/12-cna-title-iia-breakout-session-presentation.pptx>
	+ *Workbook*: <http://www.doe.in.gov/sites/default/files/titlei/13-cna-title-iia-breakout-session-workbook.docx>
* Non-Regulatory Guidance for Title II, Part A (U.S. Department of Education)

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

# Evidence-based Requirements

ESSA emphasizes effectiveness through the use of evidence-based requirements for professional development and class-size reduction. Please note that all criteria included in the tables are NOT required to be met in order for Title II, Part A applications to be approved. Rather, the criteria should serve as considerations as you develop your plans moving forward.

|  |  |
| --- | --- |
| **Criteria for Successful Professional Development:** | **Criteria for Successful Class-size Reduction:** |
| * A focus on higher order, subject-matter content and pedagogy of how students learn content;
* Involving teachers in inquiry-oriented learning approaches (e.g., observing and receiving feedback; analyzing student work);
* Grouping teachers from the same grade or subject for collaborative learning;
* Aligning activities with other professional development and school curricula; and
* Collecting data on at least one measure of each program objective
 | * A focus on the early grades (K-3);
* Limiting the class to no more than 18 students to produce the greatest benefits;
* Spanning reduction across K-3 rather than only one or two of the primary grades;
* Targeting minority or low-income students in order to realize greater gains;
* Combining class-size reduction with meaningful preparation of experienced teachers; and
* Delivering supports, such as professional development and a rigorous curriculum, alongside reduction programs
 |

# System of Professional Growth and Improvement

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| *Briefly describe how the selected activities support the program goals and objectives and address the prioritized needs identified on previous page.*Click here to enter text. |

# Allowable Uses of Funds

**CATEGORY ONE: Recruitment, Retention, Incentives, and Differentiated Pay**

* ***Developing or improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders***
* ***Initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards to improve within-district equity in the distribution of teachers***

EXAMPLES:

* expert help in screening candidates and enabling early hiring
* differential and incentive pay in high-need academic subject areas and specialty areas,
* teacher, paraprofessional, principal, or other school leader advancement and professional growth with emphasis on leadership opportunities, multiple career paths, and pay differentiation
* new teacher, principal, or other school leader induction and mentoring programs
* training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions
* a system for auditing the quality of evaluation and support systems
* Developing feedback mechanisms to improve school working conditions
* Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders

**CATEGORY TWO: Professional Development**

* ***Providing high-quality, personalized professional development that is evidence-based that is focused on improving teaching and student learning and achievement***

EXAMPLES: Train teachers, principals, and other school leaders to–

* use data to improve student achievement
* help all students develop the skills essential for learning readiness and academic success
* participate in opportunities for experiential learning through observation
* effectively integrate technology into curricula and instruction
* ***Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners***
* ***Providing programs and activities to increase knowledge of instruction in the early grades and on strategies to measure whether young children are progressing***
* ***Providing programs and activities to increase ability to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school***
* ***Providing training, technical assistance, and capacity-building to assist with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement***
* Developing and providing professional development and other comprehensive systems of support to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects
* Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning to help prepare students for postsecondary education and the workforce
* Carrying out in-service training in: techniques and supports needed to understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; use of referral mechanisms that effectively link such children to appropriate services in the school and community; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning
* Providing training to support the identification of students who are gifted and talented and implementing instructional practices that support the education of such students
* Supporting the instructional services provided by effective school library programs
* Providing training regarding how to prevent and recognize child sexual abuse

**CATEGORY THREE: Class-size Reduction**

* **Reducing class size to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers**

Title II, Part A – Selected Activities

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| --- |
| **CATEGORY ONE: Recruitment, Retention, Incentives, and Differentiated Pay** |
| **Activities to Address CNA***Describe the selected activities within the applicable categories and explain how they address the prioritized needs; include associated costs (e.g., travel, substitutes, and stipends) as well as the number of teachers, principals, and other school leaders impacted* | **Budget***Include the total amount allocated for each activity*  | **Systems Alignment***Explain how the selected activities:* 1. *are aligned with Indiana’s college- and career-ready academic standards;*
2. *address the learning needs of all students (including children with disabilities, English learners, and gifted and talented students); and*
3. *will be coordinated with other Federal, State, and local funds*
 | **Evidence of Progress***Identify the data sources and measures that will be used to support continuous improvement and to ensure evidence-based implementation* |
| **Activity 1:**Click here to enter text.**Activity 2:**Click here to enter text.**Activity 3:**Click here to enter text.*Add additional activities as needed.* | **Activity 1:**$      **Activity 2:**$      **Activity 3:**$      **TOTAL:**$       | [ ]  Indiana Academic StandardsClick here to enter text.[ ]  Learning Needs of All StudentsClick here to enter text.[ ]  Coordination of FundsClick here to enter text. | Click here to enter text. |

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| **CATEGORY TWO: Professional Development** |
| **Activities to Address CNA***Describe the selected activities within the applicable categories and explain how they address the prioritized needs; include associated costs (e.g., travel, substitutes, and stipends) as well as the number of teachers, principals, and other school leaders impacted* | **Budget***Include the total amount allocated for each activity*  | **Systems Alignment***Explain how the selected activities:* 1. *are aligned with Indiana’s college- and career-ready academic standards;*
2. *address the learning needs of all students (including children with disabilities, English learners, and gifted and talented students); and*
3. *will be coordinated with other Federal, State, and local funds*
 | **Evidence of Progress***Identify the data sources and measures that will be used to support continuous improvement and to ensure evidence-based implementation* |
| **Activity 1:**Click here to enter text.**Activity 2:**Click here to enter text.**Activity 3:**Click here to enter text.*Add additional activities as needed.* | **Activity 1:**$      **Activity 2:**$      **Activity 3:**$      **TOTAL:**$       | [ ]  Indiana Academic StandardsClick here to enter text.[ ]  Learning Needs of All StudentsClick here to enter text.[ ]  Coordination of FundsClick here to enter text. | Click here to enter text. |

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| **CATEGORY THREE: Class-size Reduction** |
| **Activities to Address CNA***Describe the selected activities within the applicable categories and explain how they address the prioritized needs; include associated costs (e.g., travel, substitutes, and stipends) as well as the number of teachers, principals, and other school leaders impacted* | **Budget***Include the total amount allocated for each activity*  | **Systems Alignment***Explain how the selected activities:* 1. *are aligned with Indiana’s college- and career-ready academic standards;*
2. *address the learning needs of all students (including children with disabilities, English learners, and gifted and talented students); and*
3. *will be coordinated with other Federal, State, and local funds*
 | **Evidence of Progress***Identify the data sources and measures that will be used to support continuous improvement and to ensure evidence-based implementation* |
| **Activity 1:**Click here to enter text.[ ]  Class size ***without*** teacher:      [ ]  Class size ***with*** teacher:      **Activity 2:**Click here to enter text.[ ]  Class size ***without*** teacher:      [ ]  Class size ***with*** teacher:      **Activity 3:**Click here to enter text.[ ]  Class size ***without*** teacher:      [ ]  Class size ***with*** teacher:       | **Activity 1:**$      **Activity 2:**$      **Activity 3:**$      **TOTAL:****$** | [ ]  Indiana Academic StandardsClick here to enter text.[ ]  Learning Needs of All StudentsClick here to enter text.[ ]  Coordination of FundsClick here to enter text. | Click here to enter text. |

**Nonpublic School List and Budget**

On the following page, please list all nonpublic schools in your district and whether each will be participating in Title II, Part A equitable participation funding for the 2019-2020 school year. If any changes in nonpublic school participation take place within the FFY 2019-20 period of availability, a “Request for Amendment to Title II, Part A Grant Application” must be submitted for IDOE approval.

**Please note*: Nonpublic schools may use Title II, Part A funds for equitable participation in professional development (PD) activities. Additionally, there may be other permissible uses of Title II, Part A funds for the benefit of private school participants as long as it is an allowable use under section 2103(b)(3), meet the specific needs of the students and not the school itself, and ensure that the LEA retains control of the funds. However, equitable services under Title II, Part A may not be used for class-size reduction in a private school because contracts for private school teachers and staff would be inconsistent with the requirements in ESEA section 8501(d) regarding public control of funds and the supervision and control of employees or contractors***

To calculate the equitable share for each of your Non-Public Schools:

Step 1: Add your LEA enrollment to the total enrollment for all participating Private Schools

Step 2: Take the LEA Title IIA total allocation minus administration costs.

Step 3: Divide the Title IIA allocation by the number of total students to determine a per pupil student amount.

Step 4: Multiply the per pupil amount by the number of students in the participating private school.

A calculator is available [HERE](https://www.doe.in.gov/sites/default/files/grants/idoe-essa-tii-equitable-share-calculator-locked.xlsx) to support LEAs in determining the equitable share for Title II, A.

**Nonpublic School List and Budget**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nonpublic School Number** | **Nonpublic School Name** | **Nonpublic School Enrollment (Use same date as LEA enrollment to determine this count)** | **Participating?****(Yes/No)** | **Equitable Participation Amount (Use Step E below)** |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
|      |       |       | Yes [ ]  No [ ]  | $      |
| 1. **Total Nonpublic School Enrollment**
 | 1. **Total LEA Enrollment**
 |
| **C. Total Enrollment (A + B)**  |  **D. Total Allocation Minus Administrative Costs**  |
|  **E. Per Pupil Allocation PPA  (Step D divided by Step C)** |

**Nonpublic Consultation**

**LEAs must use the consolidated** [**LEA Affirmation of NonPublic Consultation Forms**](https://www.doe.in.gov/sites/default/files/titlei/lea-affirmation-non-public-school-consultation-forms.docx%20%20) **to satisfy evidence of consultation. The subsequent nonpublic budget page must also be completed for each participating nonpublic school.**

**Non-Public Budget Page**

**(To be completed by the official representative from each nonpublic school, following timely and meaningful consultation)**

|  |  |  |
| --- | --- | --- |
| **Describe proposed activities.** | **Activity 1:**Click here to enter text.**Activity 2:**Click here to enter text.**Activity 3:**Click here to enter text. *Add additional activities as needed.* | **Activity 1:**$      **Activity 2:**$      **Activity 3:**$       |
| **Describe who will be involved in these activities.** |       |
| **Describe how these activities are expected to have a substantial, measurable, and positive impact on student academic achievement, including closing the achievement gap for low-income and minority students.** |       |
| **Describe the data that will be analyzed to determine the effectiveness of these activities.** |       |

**Signature of Nonpublic School Official Date**

**Printed Name of Nonpublic School Official Date**